



ECL LIBRARY INFORMATION LITERACY POLICIES

Appendix I – Information Literacy Core Competencies; Sample Lesson plan and Suggestions for the project

INFORMATION LITERACY CORE COMPETENCIES

Elyon College Library developed information competency standards and the accompanying indicators of success as desired student outcomes based on ACRL standards. A basic information literacy orientation guide has been developed for all incoming accepted students. Basic information literacy exercises have been developed for the General Education Core that include: Scholarly Journals vs. Popular Magazines, Propaganda or Scholarship: How to tell the Difference, Examining Reference Sources, Focusing Broad Topics, and Broad Topics: Ways to Focus an Unmanageable Topic in English Composition. Elyon College faculty understand the critical importance of student information literacy skills and technological fluencies referred to in the ACRL® statement on “Information Literacy Competency Standards for Higher Education” and use this as a guide to formulate initial /basic instructional models and assessment tools. Students will be given reading assignments by their professors that include a library component. Subject specific information literacy instruction will articulate the relationships with the specific learning standards for each discipline within the Colleges’ a course offerings.

Information Literacy Competencies

Information literacy involves the ability to identify, retrieve, organize, evaluate, and use a wide range of print, graphic, and electronic resources for independent learning and practical problem solving.

The information literate student should be able to:

1. Determine the nature and extent of the information needed.
2. Access needed information from appropriate sources effectively and efficiently.

3. Evaluate and critically analyze information and its sources and incorporate selected information into his/her knowledge base and value system.
4. Individually or as member of a group, use information effectively to accomplish a specific purpose.
5. Understand and respect the ethical, legal and sociopolitical aspects of information and its technologies.

The following is the broad and extended interpretation of the Information Literacy Core Competencies:

IDENTIFY

Identify a personal need for information

Realizes:

That new information and data is constantly being produced

That information should be constantly updated

That information should be used creatively to produce new ideas and opportunities

The scale of published and unpublished information and data differs

Is able to:

Identify a lack of knowledge in a subject area

Identify a search topic / question and define it using simple terminology

Articulate current knowledge on a topic

Recognize a need for information and data to achieve a specific goal

Use background knowledge to start and focus the search

Manage time effectively to complete a search

SCOPE

Assess current knowledge and identify gaps

Realizes:

What types of information are available

The characteristics of the different types of information sources

The publication process and the currency of information

Technical, monetary and legal problems of accessibility

Are help services available and how to use them

Is able to:

Identify any information gaps

Identify which types of information will cover the gaps

Identify the available search tools, such as general and subject specific resources

Identify different formats in which information may be provided

Use new tools as they become available

PROJECT

Construct reliable strategies for locating information and data

Understands:

The range of searching techniques for finding information
The differences between search tools, their advantages and limitations
Why complex search strategies can make a difference to the breadth and depth of information found
The need to develop approaches to searching such that new tools are sought for each new question (not relying always on most familiar resources)
The need to revise keywords and adapt search strategies according to the resources available and / or results found
The value of controlled vocabularies and taxonomies in searching

Is able to:

Scope their search question clearly and in appropriate language
Define a search strategy by using appropriate keywords and concepts, defining and setting limits
Select the most appropriate search tools
Identify controlled vocabularies and taxonomies to aid in searching if appropriate
Identify appropriate search techniques to use as necessary
Identify specialist search tools appropriate to each individual information need

GATHER

Can locate and access the information and data he/she needs

Understands:

How information and data is organized, digitally and in print sources
How libraries provide access to resources
How digital technologies are providing collaborative tools to create and share information
The issues involved in collecting new data
The different elements of a citation and how this describes an information resource
The use of abstracts
The need to keep up to date with new information
The difference between free and paid for resources
The risks involved in operating in a virtual world
The importance of appraising and evaluating search results

Is able to:

Use a range of retrieval tools and resources effectively
Construct complex searches appropriate to different digital and print resources
Access full text information, both print and digital, read and download online material and data
Use appropriate techniques to collect new data
Keep up to date with new information
Engage with their community to share information

Identify when the information need has not been met
Use online and printed help and can find personal, expert help

EVALUATE

Can review the research process and compare and evaluate information and data

Understands:

The information and data landscape of their learning/research context
Issues of quality, accuracy, relevance, bias, reputation and credibility relating to information and data sources
How information is evaluated and published, to help inform personal evaluation process
The importance of consistency in data collection
The importance of citation in their learning/research context

Is able to:

Distinguish between different information resources and the information they provide
Choose suitable material on their search topic, using appropriate criteria
Assess the quality, accuracy, relevance, bias, reputation and credibility of the information resources found
Assess the credibility of the data gathered
Read critically, identifying key points and arguments
Relate the information found to the original search strategy
Critically appraise and evaluate their own findings and those of others
Know when to stop

MANAGE

Can organize information professionally and ethically

Understands:

Their responsibility to be honest in all aspects of information handling and dissemination (e.g. copyright, plagiarism and intellectual property issues)
The need to adopt appropriate data handling methods
The role they play in helping others in information seeking and management
The need to keep systematic records
The importance of storing and sharing information and data ethically
The role of professionals, such as data managers and librarians, who can advise, assist and support with all aspects of information management

Is able to:

Use bibliographical software if appropriate to manage information
Cite printed and electronic sources using suitable referencing styles
Create appropriately formatted bibliographies
Demonstrate awareness of issues relating to the rights of others including ethics, data protection, copyright, plagiarism and any other intellectual property issues

Meet standards of conduct for academic integrity
Use appropriate data management software and techniques to manage data

PRESENT

Can apply the knowledge gained: presenting the results of their research, synthesizing new and old information and data to create new knowledge and disseminating it in a variety of ways

Understands:

The difference between summarizing and synthesizing
That different forms of writing/ presentation style can be used to present information to different communities
That data can be presented in different ways
Their personal responsibility to store and share information and data
Their personal responsibility to disseminate information & knowledge
How their work will be evaluated
The processes of publication
The concept of attribution
That individuals can take an active part in the creation of information through traditional publishing and digital technologies (e.g. blogs, wikis)

Is able to:

Use the information and data found to address the original question
Summarize documents and reports verbally and in writing
Incorporate new information into the context of existing knowledge
Analyze and present data appropriately
Synthesize and appraise new and complex information from different sources
Communicate effectively using appropriate writing styles in a variety of formats
Communicate effectively verbally
Select appropriate publications and dissemination outlets in which to publish if appropriate
Develop a personal profile in the community using appropriate personal networks and digital technologies (e.g. discussion lists, social networking sites, blogs, etc.)